

## Specification for the Degree Teacher Apprenticeship (PGCE Primary)

<b>This document applies to Academic Year 2025/26 onwards</b>
<b>The Specification for Higher Level or Degree Apprenticeships should be read as a companion document to the Programme Specification for the academic award linked to the apprenticeship.</b>

<b>1.</b>	<b>Apprenticeship title</b>	Primary Teacher Apprenticeship (QTS)
<b>2.</b>	<b>Qualifications</b>	Postgraduate Certificate in Education (Level 7) Or QTS only  <b>Exit award:</b> Professional Graduate Certificate in Education (with recommendation for QTS);
<b>3.</b>	<b>Level</b>	Level 6 / 7 PGCE – 60 credits at level 6 and 60 credits at level 7 QTS only 0 credits
<b>4.</b>	<b>Professional registration</b>	Successful apprentices will gain Qualified Teacher Status from the Department for Education (Teaching Regulation Agency).
<b>5.</b>	<b>Duration</b>	Minimum 12 months +EPA
<b>6.</b>	<b>Managing institution/Main Provider</b>	Institute of Education, University of Worcester
<b>7.</b>	<b>Teaching institution(s)</b>	University of Worcester
<b>8.</b>	<b>Apprenticeship Standard and Number</b>	Teacher Apprenticeship Standard ST0490/01 19 <sup>th</sup> October 2017
<b>9.</b>	<b>Date of Apprenticeship Specification preparation/revision</b>	May 2018; September 2018, February 2019 – AQU amendments September 2020 Structure of apprenticeship annex 1 indicative programme plan dating updated. September 2021 Programme suspended May 2022 Significant change amendments January 2024 course approval March 2025 PGPR3001A, PGPR3002A and PGPR3003A (EPA module) added

### 10. Distinguishing features of the apprenticeship

Higher level or Degree Apprenticeships combine higher education study and work-based/work-integrated learning to enable apprentices to achieve a higher level award (e.g. a Foundation Degree, Bachelors or Masters qualification) whilst in work. The provision of an academic award is integrated with experience, practice and learning in the workplace where the apprentice has paid employment status. Higher level/Degree Apprenticeships are co-designed by training providers and employers to ensure that apprentices are equipped with the skills employers need and to develop their own careers.

The current Post Graduate Certificate in Education: Primary mapped against the Department for Education Teachers' Standards

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665520/Teachers\\_Standards.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf)

The Teacher Apprenticeship Standards are the same as the Teachers' Standards, therefore totally aligned. Additional information and advice from Gov.UK can be viewed on:

<https://www.gov.uk/guidance/postgraduate-teaching-apprenticeships-guidance-for-providers#overview>

The Teacher Apprenticeship programme at the University of Worcester is a nationally recognised, work-based route into teaching. It is an alternative to a traditional full-time university course, offering an option to study for a postgraduate-level qualification, no tuition fees, and the opportunity to earn while you learn.

- The Teacher Apprenticeship is for prospective primary school teachers in England.
- Apprentices will be employed by a school whilst learning on the job. In some cases, this may be a school they are already working at or have an existing relationship with.
- For those currently working as an unqualified teacher or teaching assistant, this route offers new opportunities for career progression, plus higher earning capacity, recognition, and status.
- On this route, apprentices will receive a combination of classroom teaching and off-the-job training whilst working towards Qualified Teacher Status (QTS).
- The University of Worcester Teacher Apprenticeship provides you with an opportunity to study for a PGCE with 60 Master's level credits and QTS or a QTS only route. You will decide which route you want to follow on application.
- Teacher Apprenticeship programmes combine paid work with on and off-the-job training. The design of the programme has been led by a group of experienced schools and teachers, specifically for apprentices.
- Apprentices will split their time between school and university study. Furthermore they will receive practical, school-led training alongside experienced staff, and spend at least 20% of their time off-timetable to learn the pedagogy of teaching.
- In addition to working towards QTS on successful completion, an end point assessment (EPA) will be completed, for the Apprenticeship award.

## **11. Occupational Profile**

The occupation covered by the apprenticeship standards is that of a teacher of pupils from 3 – 11 years. Teachers can be employed in a variety of settings (for example academy schools, maintained schools and some SEN schools) and across England. Teachers make the education of pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers demonstrate consistently high standards of personal and professional conduct; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships and work with parents/guardians in the best interests of their pupils.

## **12. Admission Requirements**

### **Work-related entry requirements**

Under UK Government requirements, Higher Level or Degree Apprentices are normally employed for a minimum of 30 hours per week and must have the right to live and work in the UK. A Degree Apprentice cannot be self-employed.

All candidates must be employed in a role related to the subject matter of the apprenticeship and be sponsored by their employer. The support of the employer is articulated in an

Apprenticeship Agreement. Applications can only be made through the sponsoring employer. Working in partnership with the employer the University will consider all such applications and will have the final decision whether to accept individuals based on whether they meet the minimum entry requirements for the academic programme as stipulated below.

### Academic entry requirements

The academic entry requirements are as stipulated in the approved Programme Specification for PGCE Primary. These are as follows:

- An Honours degree normally 2:2 or higher from a United Kingdom higher education institution or equivalent qualification. Applicants with a 3<sup>rd</sup> class degree will be considered on an individual basis.
- Grade C/level 4 at GCSE in English Language or English Literature, Mathematics and Science (or equivalent) passed at time of entry. Applicants who are otherwise suitable but, for whatever reason, have not successfully achieved a GCSE grade C/level 4 may be given an opportunity to show that they can nevertheless meet the required standard, either by taking a University of Worcester equivalence test or by offering other evidence of attainment, which should demonstrate a similar level and breadth.

In addition:

- Applicants taking an equivalency test to meet the GCSE requirement above will also be required to evidence that they hold a level 2 qualification in Maths and English to qualify for the end point assessment of the Apprenticeship.
- An enhanced DBS check from the apprentice's employing organisation which will be recorded on the apprentices Initial Needs Assessment (INA and verified by the University.

<b>Essential</b>
Usually an honours degree 2.2 or above or an equivalent.
Good range of GCSEs/equivalents.
Clearly written personal statement.
Positive reference. Where possible, at least one reference based on knowledge of the candidate in an educational setting or training role.
GCSE English (Language or Literature), mathematics/equivalents, e.g., functional Skills Level 2 qualifications in Maths and English and in a science subject at grade C/level 4 or above before the start of the course for all routes.
<b>For PE Specialists only:</b> Applicants need to show clear evidence of how they have engaged in a PE, sports or sports coaching background.
<b>For SENDI Specialists online:</b> Honours degree normally (2:2) or higher from a United Kingdom higher education institution or equivalent qualification in a relevant area such as Education Studies, SENDI, Children and Families, Sociology, Psychology etc . Applicants with a 3 <sup>rd</sup> class degree will be considered on an individual basis. Applicants with other degree subjects will be considered based on relevant experience within the SENDI field.

## Admissions procedures

Following the admissions procedures detailed in the Programme Specification, the employer, the apprentice and programme lead will complete the University Training Plan prior to enrolment. Interview and selection for a place on the Teacher Apprenticeship are carried out by the school as the apprentice will need to be employed for the school. The University works closely with schools and will support the interviewing process and selection.

Applications are made through DfE Apply: <https://www.apply-for-teacher-training.service.gov.uk/candidate/about-the-teacher-training-application-process>

The Apprentice must select which pathway they intend to follow for the duration of the apprenticeship:

- Post Graduate Teacher Apprenticeship (PGTA). The apprentice will complete two assignments at Masters level (Level 7). On successful completion the apprentice will be awarded 60 credits at Masters level, be recommended for QTS and the Teacher Apprenticeship.
- PGTA with PE specialism. The apprentice will complete two assignments at Masters level (Level 7). On successful completion the apprentice will be awarded 60 credits at Masters level, be recommended for QTS and the Teacher Apprenticeship.
- PGTA with SENDi specialism. The apprentice will complete two assignments at Masters level (Level 7). On successful completion the apprentice will be awarded 60 credits at Masters level, be recommended for QTS and the Teacher Apprenticeship.
- Teacher Apprenticeship QTS only. The apprentice will complete a reflective commentary at Level 6. On successful completion, the apprentice will be recommended for QTS and the Teacher Apprenticeship.

Apprentices are recruited through a rigorous selection process which is carried out by the employer with support from the university. The selection methodology ensures that at all stages of the application from receipt of application, initial checks against entry requirements, application scrutiny, including review of personal statement and references are carried out in partnership with the employing school; all unsuccessful candidates are provided with a rationale for the decision with feedback to support their future endeavour.

### 13. Structure of the apprenticeship

Higher level or Degree Apprenticeships involve both work-integrated learning in paid employment and academic study. The Education and Skills Funding Agency (ESFA) specify that the equivalent of at least 6 hours per week of an apprenticeship must involve 'off-the-job' learning, while the remaining proportion takes place 'on the job' i.e. through their job role. The 6 hours off the job learning must take place within the apprentices 'normal contracted hours'. The 6 hours is typically covered by the taught academic course and associated activities and learning, including time spent observing practice in other classes in the employing school. Apprentices follow the approved academic programme as articulated in the programme's award map, but to a pattern which reflects the work based element. The modular delivery pattern for the apprenticeship is available at Annexe 1.

In addition, a Teacher Apprentice is required to spend a minimum of 5 weeks in a different setting and a different key stage to comply with the requirements of the ITT criteria (2023). During this time, they will not be in their employing school but developing their Knowledge, Skills and Behaviours in an alternative placement.

#### 14. Knowledge, skills and behaviours

Higher level or Degree Apprenticeships support apprentices in progressively developing the knowledge, skills and behaviours (KSBs) required to meet the relevant [Apprenticeship Standard](#).

The knowledge, skills and behaviours required by the Teacher Apprenticeship Standard (STO490/01) are mapped below.

*Please note the HE qualification alone cannot be used to evidence competence for all KSB's*

<b>Professional Knowledge and Skills required of a Teacher</b>	<b>Modules in which assessed</b>	<b>Additional assessment</b>
1. Set high expectations which inspire, motivate and challenge pupils	PGPR3000 PGPR4001 (Level 7) PGPR 3001 (Level 6) PGPR3001A (Level 6)	Level 7: assignment Level 6: Individual Learning Plan (ILP) commentary
2. Promote good progress and outcomes by pupils	PGPR3000 PGPR4002 (Level 7) PGPR3002 (Level 6) PGPR3002A (Level 6)	ERP Level 7: assignment
3. Demonstrate good subject and curriculum knowledge	PGPR3000 PGPR4002 (Level 7) PGPR3002 (Level 6) PGPR3002A (Level 6)	Level 7: assignment Level 6: ILP commentary
4. Plan and teach well- structured lessons	PGPR3000 PGPR4002 (Level 7) PGPR3002 (Level 6) PGPR3002A (Level 6)	Level 7: assignment Level 6: ILP commentary
5. Adapt teaching to respond to the strengths and needs of all pupils	PGPR3000 PGPR4002 (Level 7) PGPR3002 (Level 6) PGPR3002A (Level 6)	Level 7: assignment Level 6: ILP commentary
6. Make accurate and productive use assessment	PGPR3000 PGPR4002 (Level 7) PGPR3002 (Level 6) PGPR3002A (Level 6)	Level 7: assignment Level 6: ILP commentary
7. Manage behaviour effectively to ensure a good and safe learning environment	PGPR3000 PGPR4001 (Level 7) PGPR3001 (Level 6) PGPR3001A (Level 6)	Level 7: assignment Level 6: ILP commentary
8. Fulfil wider professional responsibilities	PGPR3000 PGPR4001 (Level 7) PGPR3001 (Level 6) PGPR3001A (Level 6)	ILP

<b>Professional and Personal Behaviours required of a Teacher</b>	<b>Modules in which assessed</b>	<b>Additional assessment</b>
1. Uphold public trust in the profession and maintain high standards of ethics	PGPR3000 PGPR4001 (Level 7) PGPR3001 (Level 6)	ILP

and behaviour within and outside school	PGPR3001A (Level 6)	
1. Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality	PGPR3000 PGPR4001 (Level 7) PGPR3001 (Level 6) PGPR3001A (Level 6)	ILP
2. Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	PGPR3000 PGPR4001 (Level 7) PGPR3001 (Level 6) PGPR3001A (Level 6)	ILP

<b>Further requirement to meet Apprenticeship Standard</b>	<b>Modules in which assessed</b>	<b>Additional assessment</b>
1. Having completed a programme of ITE and obtained QTS, the apprentice must then complete the end-point assessment module (PGPR3003A).	PGPR3003A	External end-point assessment

## 15. Learning and teaching

The purpose of the Higher level or Degree Apprenticeship is to develop the knowledge, skills and behaviours of apprentices in order to enable them to develop successful careers in their chosen sector.

Each programme incorporates a range of teaching, learning and assessment methods including seminars, lectures, peer group activities, directed reading, independent research, direct study tasks, tutorials, Intensive Training and Practice (ITaP) assessments and school experience. These are all designed to meet the professional knowledge, skills and behaviours required of a teacher. Apprentices are taught through a combination of interactive workshops, lectures, seminars, practical sessions, fieldwork, ITaP and practical activities, for example. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and practical sessions are focused on developing subject specific skills and applied individual and group project work. The apprentices experience subject sessions to develop the necessary subject knowledge, skills and specific pedagogies, enabling them to teach the subjects for the age ranges they are training to teach.

As an employee in a school setting, on the job training (school experience) is integral to the course. Expectations are shared between partnership schools, tutors and apprentices that enable the apprentice to achieve Qualified Teacher Status. Apprentices will be able to apply theory and pedagogy from sessions, as well as observing lessons and being mentored by school colleagues. In addition, meetings with Personal Academic Tutors are scheduled during the course. These allow for personalised provision and tailored support for individuals.

Integrated into the course is the use of learning technologies (Technology Enhanced Learning). This comes in the form of Blackboard, PebblePad and other learning technologies to support and enhance the apprentices' experience. Supportive materials, key reading and assessment are delivered through the use of TEL in order to allow equality of access, continual provision throughout the year and key reference materials to support work both academically and in school.

The University places emphasis on enabling apprentices to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables apprentices to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

## **Teaching**

### **Indicative Teaching Methods:**

#### **Lectures, seminars and workshops**

During the course, apprentices will engage in a wide range of taught sessions either at the university or online, depending on their chosen pathway. These will consist of lectures, smaller group seminar sessions and workshops.

#### **Work-Based Learning**

Apprentices will complete the 'Life in School: School Experience' module during the course. They will also engage in an alternative school experience as part of their training programme.

#### **Directed Study Tasks (DSTs) or Independent Study Tasks (ISTs)**

These form part of the taught course and are designed to promote apprentices' learning. ISTs require apprentices to engage in additional tasks or wider reading outside of timetabled sessions. DSTs may be timetabled in place of face-to-face teaching. Module tutors monitor apprentices' completion of ISTs and DSTs.

#### **Intensive Training and Practice (IT&P)**

Apprentices will explore 3 key areas of the ITT Core Content Framework in granular detail. They will be taught about the area, explore what this looks like in practice, engage in deliberate practice at university, before exploring the concept in school and engaging in deliberate practice within the school environment. Apprentices' knowledge and skills will be reviewed at the start and end of the IT&P process to measure the development in their understanding.

#### **Peer Group Presentations and Assessments**

Integrated formative and summative assessments support apprentices with developing all aspects of becoming a teacher, linking theory to practice and promoting critical reflection throughout.

#### **Virtual Learning Environment (VLE)**

Apprentices will be required to engage in materials on Blackboard and use PebblePad whilst engaged in 'on the job' training. This links with the [University's Learning and Teaching Strategy](#).

## **Independent self-study**

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

## **Contact time**

All apprentices will complete two modules (the Developing Teacher and the Learning Child), with specific hours dedicated to contact time. This is indicated in the module specifications. In addition, apprentices opting to undertake a PGCE qualification (with 60 credits at Masters level) will be required to complete the PGCE Level 7 programme content. Apprentices will also receive individual academic support from a Personal Academic Tutor.

During the Initial Needs Assessment and before the commencement of the programme, apprentices have the opportunity to discuss any recognised prior learning with their employer and university tutor. If evidence of specialist knowledge and experience in a particular area of learning indicates RPL, the apprentice may be allowed to not attend specific taught content. Instead, they will be required to complete additional off the job activities to support their training plan.

The apprenticeship programme is designed to last for a minimum of 12 months (excluding the EPA), during which time apprentices will engage in both on and off the job training and have experience in a minimum of two placement schools. This is in line with requirements from the Regulatory Body. ([ITT criteria](#))

## **Teaching staff**

Apprentices will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes tutors with Qualified Teacher Status and employed experience in school as teachers and leaders. The expertise of university tutors is very strong and informed by recent and relevant pedagogical research with staff members undertaking primary research in the area of primary education. This ensures coherent links are made between subject-specific and pedagogical training to enable trainees to link theory to practice.

Many tutors have an academic writing profile having published in journals and contributed to educational knowledge through dissemination of their work and many have written or published professional books and articles. Staff attend conferences, presenting and participating as well as and deliver high quality CPD. Teaching is informed by research and consultancy, and most tutors in the primary department have a higher education teaching qualification or are Fellows of the Higher Education Academy.

## **Personal Academic Tutoring**

[Personal Academic Tutoring](#) is central to supporting the apprentice personally, professionally and academically. The programme team believe that the Personal Academic Tutor system is fundamental to Apprentices success. All apprentices will be allocated a Personal Academic Tutor. Opportunity will exist to meet Personal Academic Tutors during the induction. This early introduction is built on by strategic meetings across the academic year. Personal Academic Tutors will act as the first point of contact for Apprentice's who need any form of support or have concerns while at university, offering signposting to wider University support services. They promote the academic and professional development for the apprentice, and provide the official University reference for their apprentice.



The Personal Academic Tutor will also liaise with the mentor and the apprentice in their employment base placement ('on the job' learning) to develop and monitor their learning and ongoing progress in their Individual Learning Plan. Ongoing monitoring will be undertaken quarterly to track progress and achievement in the Individual Learning Plans.

## **16. Assessment**

Higher level/Degree Apprenticeships incorporate a set of specific assessment points in relation to apprenticeship assessment. These involve the following stages:

### **Summary of Assessment**

This end-point assessment plan is to accompany the post-graduate (level 6) [teaching apprenticeship standard](#).

### **Professional Knowledge and Skills required of a Teacher**

#### **1. Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **2. Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- demonstrate clear understanding of content and teaching methodologies required for relevant curriculum areas and age groups (for example, systematic synthetic phonics if teaching early reading, or appropriate teaching strategies if teaching early maths).

#### **4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate
- them maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary).

#### **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **Professional and Personal Behaviours required of a Teacher:**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standards throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

On completion of this apprenticeship, the individual will be confirmed to be a competent and qualified teacher, having already achieved QTS and entered the teaching profession. The apprenticeship standard provides a high-level description of the knowledge, skills, values and behaviours required of the teaching apprentice. The apprenticeship standard complies with the statutory Teachers' Standards originally published in May 2013. The Teachers' Standards establishes a platform for a coherent approach to the Initial Teacher Education (ITE), Newly Qualified Teacher Induction (NQT) and Continuing Professional Development (CPD).

All apprentices will be assessed against the Teachers' Standards, for the awarding of Qualified Teacher Status (QTS). The apprentice will also need to demonstrate the knowledge, skills and behaviours contained within the Teachers' Standards during their end-point assessment (PGPR3003A).

During the apprenticeship programme, the apprentice must successfully complete a programme of Initial Teacher Training and be awarded QTS by the National College of Teaching and Leadership (NCTL). Individual providers of ITE accredited by the NCTL, retain the responsibility for making the professional judgement as to whether each apprentice has demonstrated the range of knowledge, skills and understanding required to be recommended for Qualified Teacher Status (QTS), in line with current Initial Teacher Training practice.

Having completed a programme of ITE and obtained QTS, the apprentice must then complete the end-point assessment module (PGPR3003A). Once the gateway has been reached, the end-point assessment must be completed within three months. Total aggregated duration of the end-point assessment is a maximum of 2.15 hours.

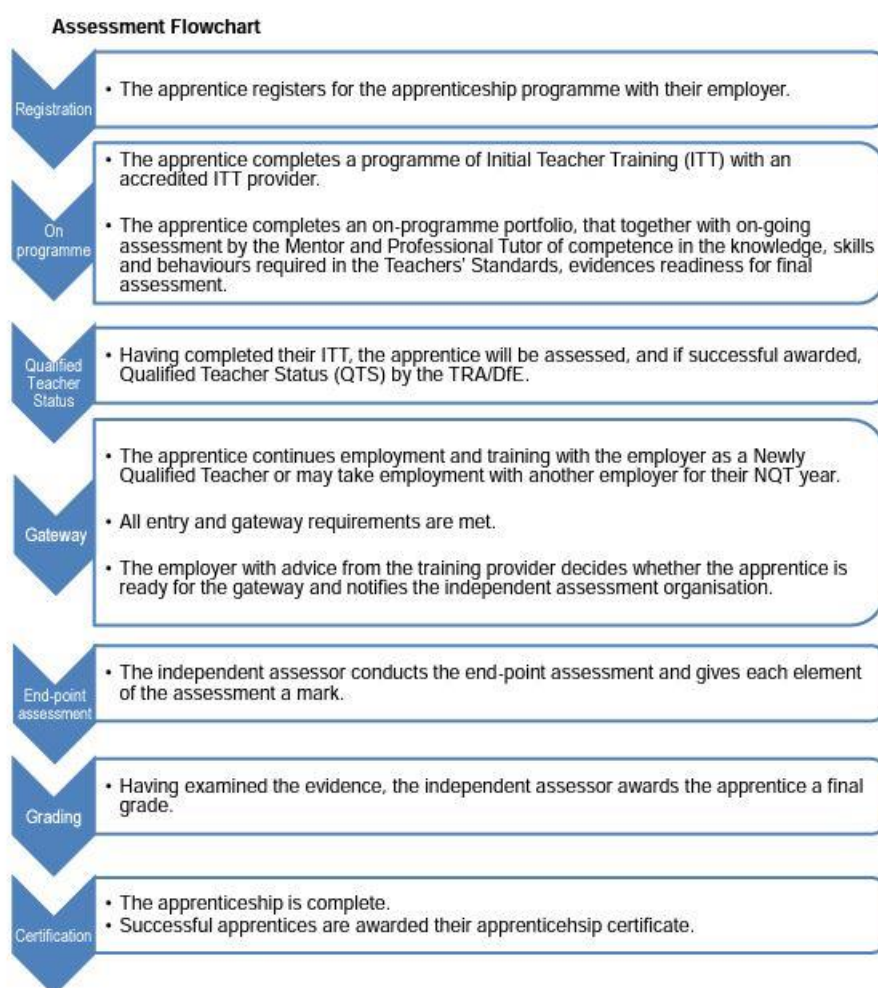
The end-point assessment comprises of:

- A lesson observation observed, and assessed, by the independent assessor. The apprentice will produce a lesson plan, according to the employer's format, which will be given to the independent assessor prior to lesson observation.

- A short professional dialogue about the observed lesson will follow.

A professional discussion, which will assess the apprentices' knowledge, skills and behaviours with regards to the Apprenticeship Standards. The professional discussion will be held between the apprentice and a panel, composed of the independent assessor, a representative from the apprenticeship training provider and a representative from the employer who has been involved in the apprentice's training and development (such as professional mentor or support tutor). The independent assessor will assess the content of the professional discussion. The apprentice should bring with them a portfolio of work completed during Initial Teaching Training. The portfolio will not be assessed but will provide the apprentice with an aid to the professional discussion.

## Assessment Flowchart



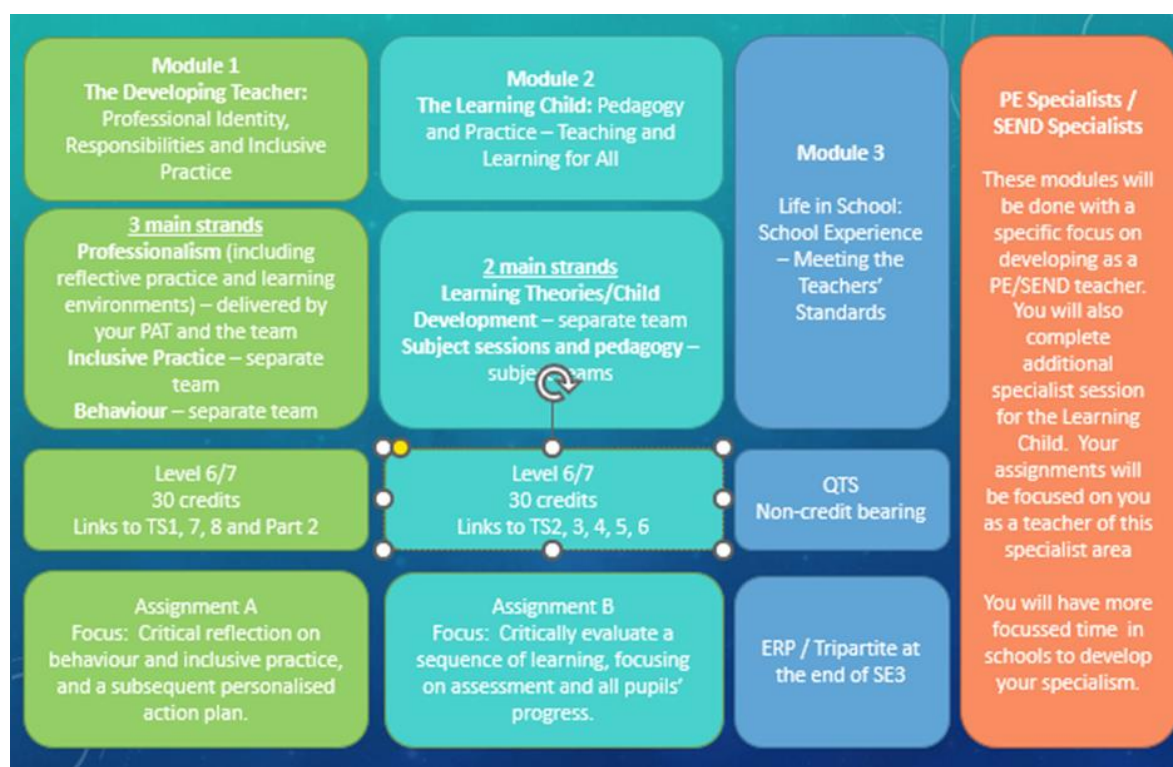
## 17. Reference points

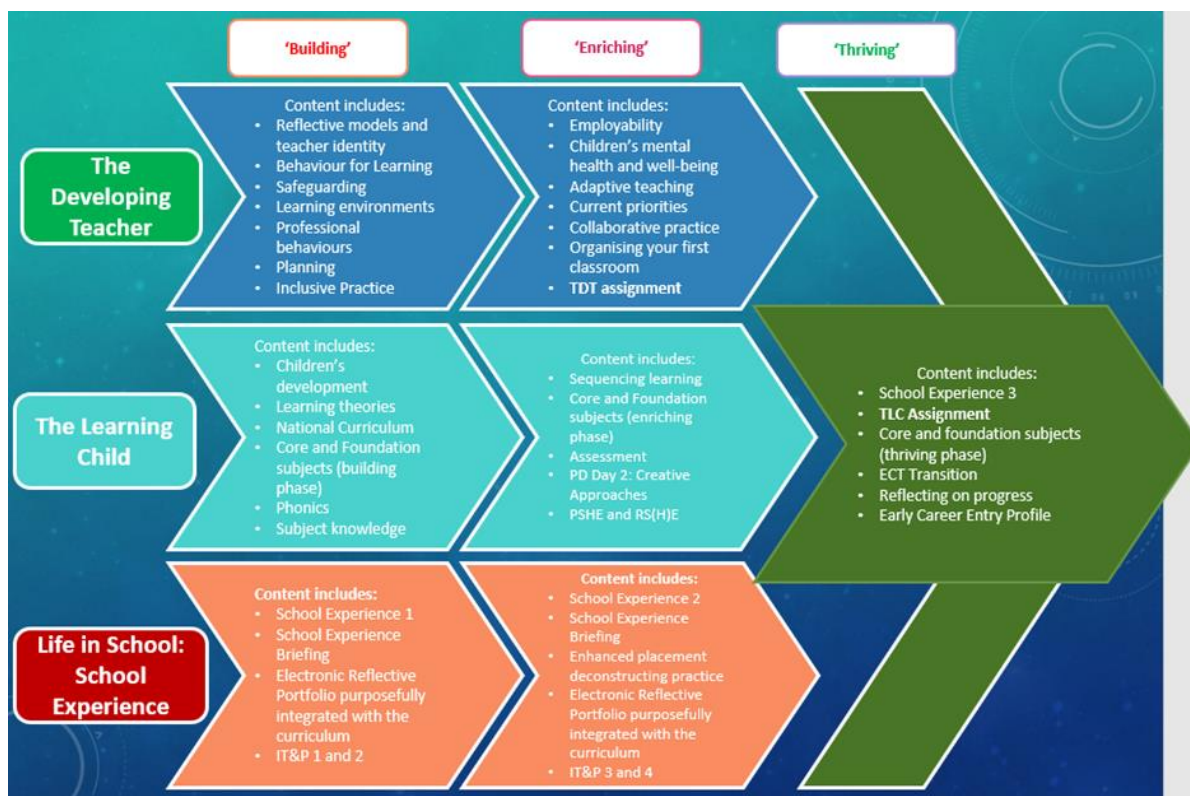
The following reference points were used in designing the apprenticeship:

- <https://www.instituteforapprenticeships.org/apprenticeship-standards/teacher/>
- <https://www.gov.uk/government/publications/teachers-standards>
- [https://www.instituteforapprenticeships.org/media/1470/teacher-apprenticeship-assessment-plan\\_revised-clean-version.pdf](https://www.instituteforapprenticeships.org/media/1470/teacher-apprenticeship-assessment-plan_revised-clean-version.pdf)
- PGCE Programme Specification available via the University's [Programme Specifications](#) webpage under the 'Teacher Training' section.

### Annexe 1 Delivery pattern for the apprenticeship

**NB Apprentices following the QTS only route will not complete the Level 7 assignments**





## Annexe 2 Breakdown of hours allocated to aspects of the apprenticeship:

The timetable below is indicative and subject to change.

Key:

	Off the job training
SE1	School Experience 1 (on the job training)
	Intensive Training and Practice (IT&P)
	Off the job training delivered in regional hubs
	Off the job training
SE2	School Experience 2 (on the job training)
SE3	School Experience 3 (on the job training)


Week	Week commencing	Monday	Tuesday	Wednesday	Thursday	Friday
41	03/06/2024	Off the job training (1)	Off the job training (2)	SE1	SE1	SE1
42	10/06/2024	Developing Pedagogy across subjects (7)				
43	17/06/2024	IT&P – Behaviour & Routines (5)				
44	24/06/2024	Behaviour & Routines in school – shadowing in subject area's S (12)				
45	01/07/2024	SE1	SE1	SE1	SE	SE1
46	08/07/2024	SE1	SE1	SE1	SE	SE1
47	15/07/2024	SE1	SE1	SE1	SE	SE1
48	22/07/2024	SE1				
49	29/07/2024					
50	05/08/2024		Set Tasks to be completed			
51	12/08/2024					
52	19/08/2024					
1	26/08/2024	Bank Holiday				
2	02/09/2024	Schools Reopen SE1	SE1	SE1	SE1	SE1
3	09/09/2024	SE1	SE1	SE1	SE1	SE1
4	16/09/2024	SE1	SE1	SE1	Off the job training English Reading Dayx3 *3 (13)	SE1
5	23/09/2024	SE1	SE1	SE1	ITAP – Behaviour & routines (6)	SE1
6	30/09/2024	SE1	SE1	SE1	Off the job training Maths x2 *2 Science x1 *1 (14)	SE1
7	07/10/2024	SE1	SE1	SE1	Off the job training (15) TDT	SE1
8	14/10/2024	SE1	SE1	SE1	ITAP – Behaviour & routines (7)	SE1
9	21/10/2024	SE1	SE1	SE1	Off the job training (16) TDT	SE1
10	28/10/2024	HALF TERM				
11	04/11/2024	Off the job training (17) TDT	SE1	SE1	Off the job training Maths x2 *4 Science x1 * 2 (18)	SE1
12	11/11/2024	Off the job training English Writing Day x3 *6(19)	Off the job training TDT (20)	SE1	Off the job training FS (21)	SE1
13	18/11/2024	Off the job training (22) TDT	SE1	SE1	Off the job training FS (23)	SE1

14	25/11/2024	Off the job training TDTx2 CDLT (24)	Off the job training FS (25)	Off the job training - PSHE day (26)	SE1	SE1	
15	02/12/2024	SE1	SE1	SE1	Off the job training Maths x2 *6 Science x1 *3 (27)	SE1	
16	09/12/2024	SE1	SE1		Off the job training Study Day (28)	SE1	
17	16/12/2024	Off the Job Training - Inclusive Practice day (29)	SE1	SE1	SE1	SE1	
18	23/12/2024	CHRISTMAS					
19	30/12/2024						
20	06/01/2025	Schools Reopen SE2	SE2	CDLT Safeguarding (30)	SE2	SE2	
21	13/01/2025	IT&P 2 - Modelling (11)				SE2	
22	20/01/2025 (TDT Hand In)	SE2	SE2	SE2	SE2	IT&P 2 (12)	
23	27/01/2025	Off the job training Employability day (31)	SE2	SE2	SE2	SE2	
24	03/02/2025	SE2	SE2	SE2	SE2	SE2	
25	10/02/2025	SE2	SE2	SE2	SE2	SE2	
26	17/02/2025	HALF TERM					
27	24/02/2025	IT&P 3 Retrieval (16)				Off the job training English x1 *7 Maths x1 *7 Science x1 *4 (32)	
28	03/03/2025	SE3	SE3	SE3	Off the job training FS (33)	IT&P - 3 (17)	
29	10/03/2025	SE3	SE3	SE3	Off the job training FS (34)	SE3	
30	17/03/2025	SE3	SE3	SE3	Off the job training FS (35)	SE3	
31	24/03/2025	SE3	SE3	SE3	Off the job training Science x2 *6 AN other (36)	SE3	
32	31/03/2025	SE3	SE3	SE3	SE3	SE3	
33	07/04/2025	IT&P 2 – Modelling revisited (19)		SE3	SE3	SE3	



34	14/04/2025	<b>EASTER</b>				
35	21/04/2025	<b>EASTER</b>				
36	28/04/2025	Schools Reopen IT&P 3 – revisit (20)	SE3	SE3	SE3	Off the job training Study day (37)
37	05/05/2025	Bank Holiday	SE3	SE3	SE3	SE3
38	12/05/2025 (TLC Hand In)	SE3	SE3	SE3	SE3	SE3
39	19/05/2025	SE3	SE2	SE3	Off the job training Science x1 *7 Prep for Assessments (7) (38)	SE3
40	26/05/2025	<b>HALF TERM</b>				
41	02/06/2025	SE3	SE3	SE3	SE3	SE3
42	09/06/2025	Assessment against TS	SE3	SE3	SE3	SE3
43	16/06/2025	Assessment against TS		ECT transition day TDT (39)		
44	23/06/2025					
45	30/06/2025	EPA				
46	07/07/2025	EPA				
47	14/07/2025					
48	21/07/2025	Schools finish				

## Annexe 3: Process for Managing EPA

 <b>University of Worcester</b>	<b>Process for Managing the Post Graduate Teacher Apprenticeship (PGTA) and the Primary Teacher Apprenticeship End Point Assessment (EPA)</b> December 2023
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Post Graduate Teacher Apprentices (PGTA) will successfully complete 60 credits at Level 2 (PGPR4001 and PGPR4002) as identified in the PGCE Programme Specification. PGTA will also be recommended for QTS via a summative tripartite review (with apprentice, mentor, and UW tutor). At this meeting the mentor will confirm that the apprentice has consistently demonstrated that they meet the Knowledge, Skills and Behaviours (KSBs) of the occupational standard.

Teacher Apprentice (QTS only route) will be recommended for QTS via a summative tripartite review (with apprentice, mentor, and UW tutor). At this meeting the mentor will confirm that the apprentice has consistently demonstrated that they meet the Knowledge, Skills and Behaviours (KSBs) of the occupational standard.

The Teacher Apprenticeship Administrator contacts employers to request they complete and return a 'Readiness for Completion' Gateway declaration form, confirming the apprentice has consistently demonstrated that they meet the Knowledge, Skills and Behaviours (KSBs) of the occupational standard.

PGCE Exam board (consisting of chairperson, external examiner, IoE Apprenticeship Lead, UW apprenticeship staff and UW tutor) confirms that the apprentice meets all gateway requirements and confirms grades for PGCE award (for the PGTA) and recommendation for QTS.

The PGCE Exam Board will formally review and record that each apprentice has achieved all gateway requirements as identified below:

- Evidence of achievement of level 2 Maths and English
- Employer confirmation that the apprentice has consistently demonstrated that they meet the KSBs of the occupational standard and is ready to progress to the [EPA](#)
- Confirmation of actual and planned OTJ hours (minimum of 6 hours/week)
- Met the minimum duration for apprenticeship programmes (12 months)
- For PGTA only, successful completion of 60 credits from mandatory PGCE L7 modules as detailed in the programme specification, considering any RPL and any mandatory protected learning time requirements associated with the modules.

For the PGTA only: Where an apprentice is unable to achieve the requirements of the EPA Gateway, despite appropriate academic and employer support, it will be recommended that the apprentice is awarded an exit award as detailed in the programme specification, either a Postgraduate Certificate or Postgraduate Diploma

Following the PGCE exam board the apprentice is recommended to the DfE for QTS status and recommended for the EPA.

The EPA is completed by an external assessor within 3 months of being recommended for QTS.

The EPA will consist of:

- a formal observation of the apprentice teaching in the classroom.
- an independent assessment of the Knowledge, Skills and Behaviours (KSBs) of the occupational standard
- A review of all evidence collected against the Teacher Apprenticeship standards on ~~behalf of~~
- An independent professional discussion with apprentice (with mentor and UW tutor present)

The EPAO will confirm the outcome of the EPA with the University normally within one month of the EPA.

The EPAO will claim the ESFA apprenticeship certificates via the EPA hub.